



Geography 2023-2024

Curriculum Intent Statement

Geography at Wroughton is taken from the CUSP curriculum. The CUSP curriculum uses the goals from the National Curriculum to ensure pupils receive a broad and balanced Geography curriculum. The National Curriculum for Geography is broken down into the following areas and aims to ensure that pupils can:

- **Locational knowledge** - Name and locate the world's countries, major cities, continents, and oceans. Name, locate and identify characteristics of the United Kingdom. Understand the significance of latitude, longitude, the equator, tropics, and time zones.
- **Place knowledge** - Understand geographical similarities and differences between parts of the United Kingdom, other European places and contrasting non-European places.
- **Human and physical knowledge** –Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand the key physical and human features of different places.
- **Knowledge of maps and fieldwork** - Use world maps, atlases, and globes to identify different parts of the world. Use compass directions. Use aerial photographs and maps to locate landmarks and basic human and physical features. Devise a simple map, with a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

CUSP Geography Intent:

CUSP Geography equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected, and fragmented geographical knowledge.

ELGs related to Subject and Topics

ELG: People, Culture and Communities - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

ELG: The Natural World- Exploring the Natural World around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them, and contrasting environments, drawing on their experiences and what has been read to them in class.

		Topic	Year 1		Topic	Year 2	
Autumn	HT1	Continents, Oceans, UK countries, capital cities and surrounding seas (1)	What children will learn: <ul style="list-style-type: none"> • The seven continents. • The five oceans. • The four countries of the United Kingdom. 	What children will be able to do: <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places. • Name and locate the world's seven continents. • Name and locate the five oceans. • Name and locate the countries of the United Kingdom. 	Local Area Study Human and Physical features	What children will learn: <ul style="list-style-type: none"> • The human and physical features of Great Yarmouth. 	What children will be able to do: <ul style="list-style-type: none"> • Identify and locate key physical features of Great Yarmouth and the surrounding area, including beach, cliff, coast, ocean, river, soil, vegetation, season, and weather. • Identify and locate key human features of Great Yarmouth, including city, town, village, factory, farm, house, office, port, harbour, and shop.
	HT2	Continents, Oceans, UK countries, capital cities and surrounding seas (2)	What children will learn: <ul style="list-style-type: none"> • The four capital cities of the United Kingdom. • The four seas surrounding the United Kingdom. 	What children will be able to do: <ul style="list-style-type: none"> • Name, locate and identify characteristics of the capital cities in the United Kingdom. • Name, locate and identify 	Compare a small part of the UK and a contrasting non-European country (1)	What children will learn: <ul style="list-style-type: none"> • The geographical features of London and Kenya. 	What children will be able to do: <ul style="list-style-type: none"> • Locate London and Kenya. • Explain the physical and human features and landmarks of London and Kenya.

				<p>characteristics of the seas surrounding the United Kingdom.</p> <ul style="list-style-type: none"> • Develop contextual knowledge of the location of globally significant places. 			
Spring	HT3	Hot and Cold Locations (1)	<p>What children will learn:</p> <ul style="list-style-type: none"> • Hot and cold locations: where they are located and their differences. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	Compare a small part of the UK and a contrasting non-European country (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> • The geographical features of London and Nairobi. • How London and Nairobi compare to one another. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of London, and of a small area in a contrasting non-European country.
	HT4	Hot and Cold Locations (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> • Hot and cold locations. Where they are located and their differences. • How these compare to the United Kingdom. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and. • Compare these the hot and cold locations in the world. 	Yanomami people of the rainforest.	<p>What children will learn:</p> <ul style="list-style-type: none"> • Where rainforests are found and what they are like. • How the Yanomami people live. • The differences between the way of life for Yanomami people and a 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting

						pupil at our school.	non-European country.
Summer	HT5	Mapping and Fieldwork (1)	What children will learn: <ul style="list-style-type: none"> • What a map is and how to make one. 	What children will be able to do: <ul style="list-style-type: none"> • Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map and on our school site. 	Fieldwork and Map Skills (1)	What children will learn: <ul style="list-style-type: none"> • How to read a map of Great Yarmouth. • The directions of a compass. • The human and physical features of Great Yarmouth. 	What children will be able to do: <ul style="list-style-type: none"> • Locate human and physical features. • Explain that North is an important cardinal point on a compass.
	HT6	Mapping and Fieldwork (2)	What children will learn: <ul style="list-style-type: none"> • Where the school is located and features of the school site. 	What children will be able to do: <ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) • Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map and on our school site. 	Fieldwork and Map Skills (2)	What children will learn: <ul style="list-style-type: none"> • How to read a key. • How to represent a location using a sketch map. • What scale is. 	What children will be able to do: <ul style="list-style-type: none"> • Create a key using basic symbols. • Create a basic sketch map of the local area.

		Topic	Year 3		Topic	Year 4	
Autumn	HT1	Map and Fieldwork Skills (1)	What children will learn: <ul style="list-style-type: none"> • The eight points of a compass. • That North is an important cardinal point on a compass. • Where the physical and human features located in the UK. • How a compass helps explain the location of human and physical features in the UK. 	What children will be able to do: <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the UK. 	Rivers	What children will learn: <ul style="list-style-type: none"> • The key features and processes of a river, including the three courses and their features. • About the River Yare and Norfolk Broads and how they benefit wildlife, trade, and Tourism. 	What children will be able to do: <ul style="list-style-type: none"> • Identify key components of physical geography.
	HT2	Map and Fieldwork Skills (2)	What children will learn: <ul style="list-style-type: none"> • How to identify the physical and human features of Great Yarmouth on a map. • How a compass helps explain the location of human and physical features in Great Yarmouth. 	What children will be able to do: <ul style="list-style-type: none"> • Use a range of methods, including sketch maps, plans and graphs, and digital technologies. 	Latitude and Longitude (1)	What children will learn: <ul style="list-style-type: none"> • What lines of Latitude are. • What lines of Longitude are. • How lines of Latitude and Longitude tells us what a place is like. 	What children will be able to do: <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time

							zones (including day and night).
Spring	HT3	United Kingdom Study (1)	<p>What children will learn:</p> <ul style="list-style-type: none"> Recap of the capital cities and countries of the United Kingdom. The regions of the United Kingdom. The cities and counties in the United Kingdom. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom. Name and locate geographical regions. 	Latitude and Longitude (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> How to find exact locations in the world. What time zones are and how they affect us. How day and night occur. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Find exact locations and identify their climate and time zone. Explain how day and night occur.
	HT4	United Kingdom Study (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> The physical and human landmarks of England, Scotland, Wales, and Northern Ireland. The Topological patterns of the United Kingdom. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Identify human and physical characteristics of the United Kingdom. Identify key topographical features (including hills, mountains, coasts, and rivers), and land use patterns. Understand how some of these aspects have changed over time. 	Water Cycle	<p>What children will learn:</p> <ul style="list-style-type: none"> What the water cycle is. How the water cycle works. What affects the water cycle. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> Identify and observe key aspects of physical geography, including the water cycle. Identify and observe how the physical features of a place are defined by the water cycle.
Summer	HT5	OS Map Skills and Fieldwork (1)	<p>What children will learn:</p>	<p>What children will be able to do:</p>	Study the environmental regions of	<p>What children will learn:</p> <ul style="list-style-type: none"> What the major environmental 	<p>What children will be able to do:</p>

			<ul style="list-style-type: none"> • What an Ordnance Survey map is. • How scale changes how we describe a place. 	<ul style="list-style-type: none"> • Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. • Identify how scale changes perception of a place. 	Europe, Russia, North and South America (1)	<p>of the regions of the world are. and their characteristics.</p> <ul style="list-style-type: none"> • What the major environmental regions of Europe are. • What the major environmental regions of Russia are. 	<ul style="list-style-type: none"> • Describe the major environmental regions and their characteristics. • Describe the environmental regions of Europe.
HT6	OS Map Skills and Fieldwork (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> • What the area just beyond our school is like (Gorleston) • What the area beyond our region is like. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Observe the features of the area of Gorleston on an OS Map. • Observe the features of Norfolk and Suffolk on an OS map. 	Study the environmental regions of Europe, Russia, North and South America (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> • What the major environmental regions of North America are. • What the major environmental regions of South America are. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Describe the environmental regions of Russia North and South America 	

		Topic	Year 5		Topic	Year 6	
Autumn	HT1	World countries, biomes, and vegetation belts (1)	What children will learn: <ul style="list-style-type: none"> The major countries and cities of the world and where they are found. Recall continents, lines of latitude, longitude, and the Equator. What biomes are. How biomes change across the world 	What children will be able to do: <ul style="list-style-type: none"> Locate the major countries and cities in the world. Describe biomes and their difference across the world. 	Comparison of a region of the UK, Europe and North America (1)	What children will learn: <ul style="list-style-type: none"> Where the Lake District is and what it is like. How the Lake District was formed. Where the Tatra mountains are. What the Tatra mountains are like. 	What children will be able to do: <ul style="list-style-type: none"> Locate the Lake District and describe its features. Explain how the Lake District was formed. Locate the Tatra mountains. Describe the features of the Tatra mountains.
	HT2	World countries, biomes, and vegetation belts (2)	What children will learn: <ul style="list-style-type: none"> The human characteristics that define Europe, North America, and South America. The physical characteristics that define Europe, North America, and South America. 	What children will be able to do: <ul style="list-style-type: none"> Identify key human features of Europe, North America, and South America. Identify key physical features of Europe, North America, and South America. 	Comparison of a region of the UK, Europe and North America (2)	What children will learn: <ul style="list-style-type: none"> Where Jamaica is and what its terrain is like. The similarities and differences between the Lake District, Tatra mountains and the Caribbean. 	What children will be able to do: <ul style="list-style-type: none"> Locate Jamaica/the Caribbean. Describe the terrain in the Caribbean. Explain the similarities and differences between the Lake District, Tatra mountains and the Caribbean.
Spring	HT3	4 and 6 figure grid references (1)	What children will learn: <ul style="list-style-type: none"> Recap of what latitude and longitude are. Why we need latitude and longitude. 	What children will be able to do: <ul style="list-style-type: none"> Describe latitude and longitude and why they are necessary. 	Physical processes Earthquakes, mountains, and volcanoes (1)	What children will learn: <ul style="list-style-type: none"> What the different layers of the earth are made of. What tectonic plates are and 	What children will be able to do: <ul style="list-style-type: none"> Name the different layers of the earth and how each part has formed.

			<ul style="list-style-type: none"> • What 4 figure grid references are and how to use them. 	<ul style="list-style-type: none"> • Read and use 4 figure grid references. 		<p>where they are found.</p> <ul style="list-style-type: none"> • How tectonic plates move and what happens when they do. 	<ul style="list-style-type: none"> • Describe tectonic plates and locate them. • Explain the process that occurs when tectonic plates move and what causes this.
	HT4	4 and 6 figure grid references (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> • What 6 figure grid references are and how to use them. • How to precisely describe locations, landmarks and places using grid references. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Read and use 6 figure grid references. • Use grid references to find specific locations and landmarks on a map. 	Physical processes Earthquakes, mountains, and volcanoes (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> • What causes an earthquake and the effect of an earthquake. • How mountains are formed. • How volcanoes work. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Explain the process of an earthquake and the problems and devastation this causes for communities. • Describe the process of mountain formation. • Describe the process of volcano formation and eruption.
Summer	HT5	Ordnance survey (OS) map Skills and fieldwork (1)	<p>What children will learn:</p> <ul style="list-style-type: none"> • Recap of what OS maps are and how to use them. • What 4 and 6 figure grid references are and how to use them. • What contour lines are. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Use 4 and 6 figure grid references to find a specific location or landmark. • Describe what contour lines are and how they are useful. 	Orienteering map skills and navigation (1)	<p>What children will learn:</p> <ul style="list-style-type: none"> • Recap of what 4 and 6 figure grid references are and how to use them. • What orienteering is and how to orienteer a map. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Recall their knowledge of grid references. • Explain what orienteering is and orienteer a map.

	HT6	Ordnance survey (OS) map Skills and fieldwork (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> • What the land in Norfolk looks like. • What the land in North Wales (Snowdonia) looks like in contrast to Norfolk. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Describe the topography of Norfolk. • Describe the topography of Snowdonia. • Explain the contrast between the land in the two places. 	Orienteering map skills and navigation (2)	<p>What children will learn:</p> <ul style="list-style-type: none"> • How to navigate a simple indoor course using controls. • How to navigate a simple outdoor course using controls. • How to plan and set up an orienteering course. 	<p>What children will be able to do:</p> <ul style="list-style-type: none"> • Navigate a simple indoor course using controls. • Navigate a simple outdoor course using controls. • Plan and set up an orienteering course.
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